

THE  
COMMON SCHOOL JOURNAL.  
NEW SERIES.

WM. B. FOWLE, EDITOR.

---

**VOL. XII. BOSTON, DECEMBER 15, 1850. No. 24.**

---

THE GRADING OF SCHOOLS, *Concluded.*

NO. XI.

IN the preceding numbers on this subject, we have endeavored to show that the system of Grading Schools, or separating children into different schools, according to their ages, or acquirements, is a serious mistake, and neither so economical, nor so effectual as that of keeping children of all ages together, and employing the older children as assistants of the teacher, whenever an opportunity presents. We have shown the mistakes on which the prevalent system is based; we have explained the better system we propose; and we have related facts and given authorities in great numbers, to show that all we have said is practicable. We therefore state what we know to be certain, that, if the districts will adopt the plan we propose, they will have better schools than they have now, at half the expense, and from this sweeping declaration we do not except the city of Boston, which might save one half of its vast expenditure for instruction, as easily as it now expends the enormous sum. But if any one supposes that we would withdraw any portion of the appropriation, and apply it to other purposes than education, he entirely mistakes our design. We

have poor schoolhouses and little or no apparatus ; poor furniture and but few good teachers. All that the towns expends may be usefully expended for some time to come. There is no humbug in the plan, as we have abundantly shown, and there is no other way in which a full supply of good teachers, born such, and trained from their youth up, can be procured for our schools. Any teacher who can govern a school, and who is willing to work, can teach on the monitorial plan more easily than on the old one. It is understood that the Board of Education are opposed to this plan, but it must be recollected that this is because they are not practically acquainted with it, and have no such opportunity as we have enjoyed to test its effects upon the order, discipline and advancement of the pupils, and upon the happiness of both pupils and teachers. We have no pecuniary interest to be subserved in the matter, and leave the subject with our fellow citizens, whether their hearts are in their bosoms,—or in their pockets.

---

### OUR COURSE.

THIS number completes the second year since we assumed the editorial care of the Journal. It has been our object to tell the truth, as we understand it, to the government of the Union, of the States, and of the towns ; to citizens, parents and teachers, without regarding the consequences to the popularity of our Journal. The greater part of our two volumes has been original matter, not half-a-dozen communications, fit to be printed, having been received during the year, and our compilations being very limited. We have still reason to complain that the teachers, for whom the Journal is laboring, have done very little to support it. This would mortify us, were we not assured that no other Educational Journal in the United States pays its expenses. At a Teachers' Institute, a few weeks ago, we desired every young teacher, who took an educational work of any kind, to rise, and but two stood up ! And this is a fair sample of teachers in New England. We have heard of farmers who despised book-agriculture, and such are invariably ignorant men and behind the times ; for men, who refuse to profit by the experience of others, if industrious, are only a higher class of beavers ; and, if indolent, are only moles, working in the dark, and never seeing the light, except

by accidentally blundering into it. We look upon teachers who do not read educational books, as beavers and moles, working like the former, without ever improving on their predecessors, and blind as the latter in all matters pertaining to the upper world of mind. The art of teaching has now its peculiar literature, and every respectable teacher should be familiar with it all. He should read and study the works pertaining to his profession as the physician, lawyer and divine do theirs ; and, while they do so little for themselves, they should be careful to encourage those who are disposed to work for them.

We, therefore, call on all teachers, and school committees, and friends of improvement in education, to come forward on the first of January, and do the thing that is right. This Journal is the oldest educational journal there is, or ever was, in the United States. It stood alone several years ; it has outlived many younger journals ; it has many rivals now, but if one fifth of the teachers were subscribers to some journal, all would flourish, and perhaps the editors would be able to make them more useful to the public, though they may never expect to make them profitable to themselves. We have three requests to make, one, that our present subscribers will not desert us, in the belief that we can do without them ; the second, that those who owe for past volumes will immediately remit what is due and greatly needed ; and thirdly, that our friends, and the friends of an *Independent Journal of Education*, will take some pains to procure us subscribers, that we may continue to speak forth the words of truth and soberness, and go on our way rejoicing.

---

A Christian is not to be all head or knowledge ; or all mouth or utterance ; or all heart or emotion ; or all bowels or sympathy ; or all feet or activity ; or all shoulders, or endurance ; but all these must be exhibited in their due and appropriate proportions and beautiful symmetry. How numerous are the instances of moral deformity, which are constantly passing before us !

## MOVE ON.

The march of life should never stay,—  
 All things should onward tend ;  
 Man should not clog progression's way,  
 But strive to move and mend.  
 The waters move in depth of ocean,  
 The streams along the dales,  
 And rivulets, with onward motion,  
 Through sweet and verdant vales,  
 Move on !

The clouds move gently through the sky,  
 The earth rolls ever on ;  
 Time swiftly in its course runs by,  
 And years pass one by one.  
 Man, too, should strive to follow them,  
 In this their onward way,  
 Permitting nought the tide to stem,  
 But ever, day by day,  
 Move on !

Men may be wiser if they strive ;  
 More virtuous, if they will ;  
 And who, within the world would thrive,  
 Must aim at higher still.  
 Let bigots stand by doctrines old,  
 The wise will pass them by ;  
 Weak minds will cling with subtle hold,  
 But strong ones valiantly,  
 Move on !

Like water rolling to the ocean,  
 Down mountains piled on high ;  
 Like clouds forever in commotion,  
 That move across the sky ;  
 Will we forever onward press,  
 Thus fetterless and free ;  
 And, deeming virtue happiness,  
 Our watch-word ever be,—  
 Move on !

---

“ By improving ourselves, we should be silent and secret benefactors to all with whom we intermingle and associate. We cannot well avoid more or less imitating each other. Those who see and feel in another what they like, what they perceive to be pleasing, are imperceptibly attracted to do what they find from their own sensations to be gratifying, and what they mean shall be approved of by those who observe it.”

## EXCERPTA CORRIGENDA.

MANY of our readers are not aware that *there are* great efforts *being made* in this country and Europe to reform the mode of spelling and writing the English language. [Many of our readers are not aware that great efforts *are making* in this country and *in* Europe, &c.]—*The Casket.*

He said that he *plead* for an improvement in our system of education. [Pleaded.]—*N. E. Fountain.*

She was not willing. I *plead* with her, however, just as children should not do, when their parents deny them any thing. [Pleaded.]—*Mothers' Journal.*

All the day the cannonade continued. The women attended the soldiers, who were brought in, like ministering angels.—[The women, like ministering angels, attended, &c.]—*Mrs. Ellet.*

The inside of the ring is only soiled, and *not scarcely* singed *at all*. [Only soiled and *scarcely* singed.]—*Household Words.*

## CRITICISM.

MR. EDITOR:

Will you be good enough to tell a young teacher whether she must say, “twice two *is* four,” or “twice two *are* four.

Yours, respectfully,  
J. A. C.

In answer to the above question from our fair correspondent, we say, that we incline to *are*, rather than *is*, and the following is some of our reasoning on the subject. *Twice* either means *two times*, or *twos*, and, in either case, *of* is understood before *two*, thus, “two times of two are four,” or “twos of two are four.” So “once three is three” means, “one time three *is* three, or ones of three *are* three.” “Three times three are nine,” means, “three units taken three times are nine.” We heard, not long since, a young teacher insisting that “two-times-two” was a phrase, and in the singular number; but we are not accustomed to lump things in this manner, and can see no reason why “*you and I*,” or “*John and William and Rob-*

ert" are not also phrases, requiring the verb to be singular in such sentences as the following: You and I *is* two; John and William and Robert *is* three good boys. It is true that "*two times* are not *four*," but it does not follow, that "*two times*" qualified by the adjunct, "*of two*," are not four.

In the expression "*two from four leave two*," the construction is not "*a two from a four leaves a two*," but two (units taken) from four (units) *leave* two units. So, "*two are contained in six three times*" is correct, and yet we may say, "*a two is contained in a six three times*," but the *a* must be expressed when the verb is made singular.

WALLIS.

---

**Educate the Army.**—The Duke of Wellington says, and his saying deserves to be written in the largest letters over the Horse Guards, and round every cannon's mouth: "It is time that ignorance should cease in the British Army." And it is high time; but we hope none of our military readers will have their vanity wounded if we venture to put the question,— "When the aforesaid ignorance ceases, how long will the British army last?" Is it to be expected that some 40,000 men will quietly walk into a field, to kill, and be killed, when they are in a state to reason? Depend upon it, they will not do it to please anybody. And so we cry, as loudly as the Duke, "Educate the Army."—*English paper.*

---

No one knows how much good he may do by his own quiet and unobtruding good example. Our eyes are always on each other; and if we took but half as much pains to make our dispositions and feelings pleasing to each other, as we do to make our complexion, persons and dress agreeable, we should be half seraphs ourselves, and be ever unconsciously educating and aiding others to become such.

## ALBERT PICKET, SENIOR.

The "Ohio Teacher" notices the death of this venerable instructor, in the following words.

"ALBERT PICKET, SEN., L.L. D., died of apoplexy in Delaware, Ohio, on the 29th ultimo, in the 81st year of his age.

Thus, another great and good man has fallen. Dr. P. was a faithful steward in the educational vineyard of his master during more than half a century. He taught the first English school opened in the city of New York, and was the pioneer of the first select school opened in Cincinnati, Ohio. He has labored long and faithfully, and has seen more of the failures and successes of education, both in the East and West, than, probably, any other teacher. The old gentleman died at the very foot of the altar on which he has seen the oblations of three generations of teachers offered. He had just attended the commencement exercises of the College in Delaware, with all the deep interest of youthful fervor. When such a man dies the nation mourns him not; for he never killed any one; yet he made many of the statesmen whose services have not equalled his, but whose names stand high upon the roll of honor. Peace to the consecrated ashes of our veteran forerunner; and kind Providence grant us many who shall emulate his virtues, knowledge, energy, constancy, and who shall follow successfully in his heavenward footsteps."

When we record the "resting from his labors" of such a benefactor of his race, we may be excused for transferring to the pages of our Journal the following Fable, which we wrote for another purpose, several years ago, but which has been so extensively *adopted* by the newspapers and educational Journals of the country, that it seems rather to be the "Child of the Regiment" than our own poor offspring.\* It originally formed the concluding page of our "Teachers' Institute," and may be applied with truth and justice to the excellent teacher who has just been promoted to the "High School" above.

The faithful teacher, on every plan, has much to do and

\* May our egotism be further allowed to say, *in a note*, that many of the tales and fables, which have proceeded from the same source, have been as extensively *adopted* as the above, although we never disowned them. At this moment, the little fable entitled, "*The Pin and the Needle*," is going the rounds of the Union, and is generally attributed to a western paper that early *adopted* it, although it first drew breath in our Journal of last April, and the only blood that circulates in its veins came from our inkstand. Those who thought the editor of the said western paper "equal at least to Esop or Fontaine," will no doubt see that he duly acknowledges the compliment.

much to endure. He must be contented to labor and be ill-rewarded ; he must be willing to see his pupils increase while he decreases ; and even to see the world, whose movement he has accelerated, leaving him behind. No matter ; the school of life lasts not long, and its best rewards are reserved till school is over.

When Jupiter offered the prize of immortality to him who was most useful to mankind, the court of Olympus was crowded with competitors. The warrior boasted of his patriotism, but Jupiter thundered ;—the rich man boasted of his munificence, and Jupiter showed him a widow's mite ;—the pontiff held up the keys of heaven, and Jupiter pushed the doors wide open ;—the painter boasted of his power to give life to inanimate canvass, and Jupiter breathed aloud in derision ;—the sculptor boasted of making gods that contended with the immortals for human homage, and Jupiter frowned ;—the orator boasted of his power to sway a nation with his voice, and Jupiter marshalled the obedient hosts of heaven with a nod ;—the poet spoke of his power to move even the gods by praise ; Jupiter blushed ;—the musician claimed to practise the only human science that had been transported to heaven ; Jupiter hesitated ;—when, seeing a venerable man looking with intense interest upon the group of competitors, but presenting no claim,—“ What art thou ? ” said the benignant monarch. “ Only a spectator,” said the grey-headed sage ; “ all these were once my pupils.”

“ Crown him ! crown him ! ” said Jupiter ; “ crown the faithful teacher with immortality, and make room for him at my right hand ! ”

---

#### NOTICE.

**LYCÆUM LECTURES.** The Editor having prepared half a dozen lectures, on subjects useful as well as entertaining, would be glad to employ some of his winter evenings in delivering the series, all or either of them, at Lyceum meetings. The subjects are as follows, and the terms reasonable.

1. The Earth as it was, is, and is to be, with illustrations.
2. Astronomy for the people, with familiar demonstrations.
3. The Physiology of the Brain, as it bears on Education, Insanity, &c., with illustrations.
4. Human Anatomy and Physiology, in general, and especially that of the Heart, Lung, and Stomach, with illustrations.
5. Natural History, its Principles and Basis, Illustrated.
6. The Schoolmaster's Dream.

Besides the above, the Editor has several strictly *Educational Lectures*, warranted not to be dull, nor behind the times.

For Particulars and Terms, please address the Editor as directed below.

---

*All Communications, Newspapers, and Periodicals, for the Journal, should be addressed to Wm. B. Fowle, Editor, West Newton, Mass.*

## INDEX TO VOLUME XII.

[The Poetry is designated by Italic type.]

### A.

Action and Reaction, illustrated in discipline, 196.  
Adam's Latino-English Grammar, 118.  
African Discovery, 360.  
Agricultural School, proposed, Resolves relating to, 183.  
Alford, Henry, Lines by, 23.  
American Institute of Instruction, 240.  
Arctic Expedition, account of, 353.  
Arithmetic taught in play ground, 345.  
Arnold, Dr. Thomas, Opinion of Monitors, 123; of Light Reading, 324.  
Atmosphere, The, 167.

### B.

Barrett, John, English grammar of, 132.  
Sell, Dr. liberal bequests of, to Monitorial Schools, 80.  
Bingham, Caleb, English Grammar of, 72.  
*Birch Rod, The*, A nursery rhyme, 123.  
*Birth Day Song*, 252.  
Blanchard, E. L. Lines by, 361.  
Blind, The, Taught by Monitors, 212.  
Board of Education, New Laws in relation to, 180.  
Books, Publication and Circulation of, 318.  
Boston Schools of the olden time, 311.  
Botanical Puns, 270.  
Boy, The, Father of the Man, 231.  
Breaking a School, Example of, 279.  
Brinsley, John, his seven marks of a Scholar, 45.  
Brooks, Rev. Charles, Remarks of, 170; on Compulsory education, 190; 198.  
*Brotherhood*, 91.  
Bryant, Lines by, 300.  
Buckingham, Hon. J. T., Remarks of on Common Schools, 145; Specimens of Newspaper Literature, by, 330.  
Burrington, E. H., Lines by, 9.

### C.

Carlyle's Latter Day Pamphlets, reviewed and imitated, 129.  
*Cast in thy Mite*, 9.  
Certificates, Teachers', new law relating to, 177.  
Channing, Remarks of, on Study, 303.  
Cheap Teaching, Remarks on, 263.  
*Childhood*, from the Danish, 76.  
Classics, the, defence of, by Dr. Ryerson, 36; Mistake in regard to the importance of, 37; R. W. Emerson's remarks on, 120.  
*Cock and Precious Stone, The*, 208.  
Colon, The, remarks on the use of, 42; 59.  
Common Schools, Remarks on, 108; 146; Expense of, compared with that of Prisons, Almshouses, &c., 266.  
Conscience, Education of, illustrated by a Tale, 250; 260;  
Copyright, International, remarks on, 77.  
Corporal Punishment by Females, 196; Case of, 279; Abolished in the navy; 339.  
Crime, cost of, in England, &c., 155; Increase of, in educated districts, 328.  
Criticism, See *Grammatical Criticism*.  
Crosby, Wm. G., remarks of, on self culture, 75.  
Cross Cats were Cross Kittens, 348.

### D.

Dancing, considered as exercise, 206.  
Dearborn, Benjamin, English Grammar of, 85.  
Dialogue, On Extravagance in Language, 7; Of the Lady-Maid, 89; Monsieur and his English Master, 213.  
Dickens, Birth Song by, 252; Specimens of local words by, 286; A Vision by, 362.  
Dictionary, Reference, grant of, to

common schools, 182; Which is the best? 215.  
 Discipline, enforced by a Tale, 196.  
   See *School Discipline*.  
 Districts, School, New Laws in regard to, 179.  
*Do what is right*, 367.  
 Documents, Educational, how distributed, 180.

E.

*Each one hath a part to do*, 281.  
 Early Discipline in New England, 97.  
*Earth's Harvests*, 343.  
 Editorial remarks, see *Governments* ;  
*Grading of Schools* ; *Education* ;  
*School Discipline* ; *Grammatical Criticism* ; *Grammar, English* ;  
*Punctuation* ; *Wallis* ; *Normal Schools* ; *Laws of Mass.* ; *Monitorial System*, &c.,  
 Educate the Army, 374.  
 Education, general, the importance and limited extent of, 1; The inadequacy of, to our wants, 18; Neglected by government, 33; To begin at home, 40; of horses, 46; Remarks on, by Horace Mann, 234; Of Conscience, 250, 260; Connection of, with Crime, 328; A Tale illustrative of, 356.  
*Effort, Lines on*, 233.  
*Electric Telegraph, The*, 361.  
 English Grammar, see *Grammar*.  
 English School Dames, described, 173.  
 Excerpta Corrigenda, 16; 32; 96; 153; 207; 373.

F.

Factory Property to be taxed in districts, 180.  
 Female Monitorial School, Boston, 257.  
 First Step, The, to be taken at home, 58.  
 Forced Lie, The, a tale, 58.  
 Foreigners, effect of, upon our institutions, 3.  
 Fractions, addition of, 142.  
 France, The Church and Schools of, 136.  
 Franklin, Sir John, Expeditions in search of, 353.  
 Free Schools, in New York, establishment of, 23; Opposition to, 69; In Rhode Island, 161.  
 Free School system, The, Opinions of Daniel Webster and Gov. Briggs in

regard to, 71; Tale, illustrative of, 356; in Virginia, 364.  
 Frothingham, Rev. N. L., Lines by, 168.

G.

Geographical Lessons, 14; 353.  
*Goose, The Vain, a Fable*, 136.  
 Governments, Our, neglect of education by, 4; Duty of, in regard to education, 34; 49; 65; 82; 198.  
 Grading of Schools, Advantages of, contested and a substitute proposed, 193; 209; 225; 241; 257; 273; 290; 306; 337; 369.  
 Grammar, English, History of, in Boston, 5; As taught by Analysis, no improvement, 6; Early authors of, 19; Noah Webster's, 52; Caleb Bingham's, 72; Dearborn's, 85; Adam's, 118; Barrett's, 132; Goold Brown's, 245; The Study of, 282.  
 Grammarians, Early English, see *Grammar English*.  
 Grammatical Criticism, 25; 77; 79; 175 on Webster's Definition of Salt, 253; Various 286; 301; 365; 373.  
 Great Falls, Teachers' Institute, 342.

H.

High Schools, New law in regard to, 178; 187.  
*Home, Lines on*, 255.  
 Home Education, Remarks on, 40; 109; 159; 303.  
 Horses, Education of, 46; 58.  
 Household words by Dickens, Extracts from, 252; 286; 343; 362.  
 Hugo, Victor, On the Church and Schools of France, 136.

I.

*Imaginary Evils*, 304.  
 Imagination of Children, 325.  
 Immigrants, Irish, Our duty towards, 50.

J.

Jonah Heeltap, a Sketch, 150.  
 Judgement, The popular standard of, 344.  
 Jupiter and the Schoolmaster, a Fable, 376.

K.

Knowledge, Usefully applied, 139.

## L.

Laws of Mass. relating to education, 177; Remarks on the, 184.  
 Legislation and Education, 170.  
 Legislation, Penal, Inequality of 277.  
 Lesson in a School Room, 164.  
*Love your Enemies*, 334.  
 Lovell, John, his school in Boston, 311.  
 Lying, how forced, 57; how cured in school, 341.

## M.

*Maiden Worth*, 112.  
 Maudeville's system of Punctuation, alluded to, 42; 60; Attempted defense of, 102.  
 Mahn, Hon. Horace, Remarks of, on General Education, 234.  
 Martineau, Harriet, Physiology for Infants, 238.  
 Meetings of School Districts, how notified, 180.  
 Meteorological Observations, Provision for, in Mass., 183.  
*Midnight Review, The*, 168.  
 Model Schools, improvements of, suggested, 116.  
 Mitford's, Miss, Limited Boarding School, 166; English School Dames, 173.  
 Monitorial System, The, 80; a substitute for graded schools, 210; Used by Luther, &c., 225; Practice required by, 226; Objections against, considered, 228; Effect of, on Character, 230; As exhibited in Boston, 241; 257; 273; Dr. Spurzheim's opinion of, 289; Horace Mann's, 293; Wood's account of, 305; Dr. Arnold's testimony in favor of, 321; Always used in N. England Schools, 337; The best nursery for Teachers, 370.  
*More on!* 372.  
 Mutual Instruction, School of, in Boston, 241.

## N.

Napier, Sir Charles, Anecdote of, 128.  
*Needless Caution, The*, a Fable, 156.  
 New Orleans, Schools of, 148.  
 New York Free Schools, 23; 32; Nicoll, Robert, Lines by, 327.  
 Normal Schools, Remarks on, 61; 65; 113; Introduction of French and Latin into, 117; Additional grant to,

182; 190; Little progress made by, 316.

*No Surrender*, 317.

## O.

Opinion of Animals, 349.  
 Orthography, Webster's, illustrated, 219.  
 Our Course for the present year, 370.  
 Outline Maps, Action of the Legislature in regard to, examined, 143; Fowle's Set of, 367.

## P.

Parents, Apathy of, by Dr. Chalmers, 122.  
 Paul's voyage to Rome, a geographical lesson, 14.  
 Pauperism, in Massachusetts, cost of, 154.  
 Peace, Sermon on, by a Child, 121.  
 Physical exercise, in Schools, 206; applied to Arithmetic, 345.  
 Physiological Diagrams, Fowle's new set of, 367.  
 Physiology, Negatively applied, 92; Fowle's Diagrams of, 160; Teachers to be examined in, 178; For Infants, 238; Importance of teaching, 287.  
 Phonography, Early notice of, 30.  
 Picket, Albert, Sen., notice of, 375.  
 Pin, The, and the Needle, a Fable, 124.  
 Poisons, Simple Antidotes for, 139.  
 Potter, Hon. E. R., Report of, on the Schools of R. Island, 161.  
 Prevention of Crime recommended, 51.  
 Prison Discipline, Carlyle on, condemned, 129.  
 Punch's remarks on Education in England, 171.  
 Punctuation, Rules for, 9; 28; 42; 59; 94; 102; 125; 141; Wilson's Treatise on, 220.  
*Purpose of Life, The*, by Whittier, 264.

## R.

Reading, of Singing, Specimen of the; 27.  
*Reformers, The*, 233.  
 Reliance upon God, 280.  
 Religion, The Roman, Unfavorable to Free Schools, 136.  
 Religious Education and Philosophy, 335.  
 Report of the Rhode Island School Commissioner, 161; of the Mass.

Board of Education, 65; 83; of Maine, 265; 284.  
 Returns, School, New law in regard to, 177.  
*Reverie, An Evening*, by Bryant, 300.  
 Rhode Island, The Schools of, 161.

S.

*Samaritan, The Good*, 13.  
 Schools, Free, of Massachusetts, per-  
 version of, 25. Of Boston, statis-  
 tics of, 44; when to be reformed ?  
 83; The Two, A Vision, 362.  
 Schools, Normal, See *Normal Schools*.  
 School Agents, State Law respecting,  
 181; 188.  
 School Committees, new laws relating  
 to, 177.  
 School Discipline, Remarks on, 339;  
 Specimen of, in a case of lying, 341.  
 In a case of insubordination, 196.  
 Schoolhouses, New law in regard to,  
 179.  
*Scraper, The Door, a Tale*, 296.  
 Sessional School in Edinburgh, 305.  
 Seven Marks of a Scholar, 45.  
 Shaw, Hon. John A., Remarks of, at  
 New Orleans, 148.  
*Shepherds The, and Dogs, a Fable*, 68.  
*Slander*, 153.  
 Speakers, Public, faults of, 40.  
 Speaking correctly, recommended, 152.  
 Spurzheim, Dr. Remarks of, on the  
 Monitorial System, 289: On Home  
 Education, 303.  
 Staniford, Daniel, English Grammar  
 of, 203.  
 State Prison, Discipline in, 51.  
 Stories for Children, 127; 347.  
*Sunday School Hymn*, 208.  
 Swain, Charles, lines by, 39; 304.

T.

Teachers, who do not read, 31; Limit-  
 ed experience of, 158.  
 Teachers' Convention, in Plymouth  
 Co., 100; in Essex Co., 345.  
 Teachers' Institutes, in Vermont, 12;  
 Additional grant to, in Mass., 181; 188; Private, how abused, 199; In  
 Maine, 284; General remarks on,  
 315; 332; at Great Falls, N. H.,  
 342.  
 Teachers' Library, The, 271.  
 Temptation, Keep away from, 271.  
 Tense, St. Augustine's description of,  
 56.  
 Thayer, Rev. T. B., Lines by, 13.  
*The Spark that never goes out*, 295.  
 Thurston, Hon. E. M. Report of, on  
 the Schools of Maine, 265; 284;  
 287.  
 Tools, Educational, what ?  
 Towns, new laws relating to, 178.  
 Truants, to be compelled to come in,  
 81; 190; new law in regard to, 178.  
*True Nobility*, 327.

U.

*Ugly Beauty, The*, a story, 347.

V.

Vermont, Schools of, 12.  
*Vision, The Two Schools*, 362.

W.

Wallis, on English Grammar, 5; on  
 Early English Grammarians, 19; 52;  
 72; 75; 77; 85; 136.  
 Webster's, Noah, English Grammar,  
 Notice of, 52; Dictionary, Grant of,  
 to the Schools, 182; 215.  
 Wigglesworth, Rev. Michael, Rules of,  
 for the government of children, 97.  
 Wilson's Treatise on Punctuation, 220.  
 Wilwood, Walter, Lines by, 101.  
 Wisdom of the Heathen, 232.  
 Wise, Hon. Henry, Remarks of, 364.  
 What year is it ? 79; 110.  
 Whittier, J. G., Lines by, 57; 264,  
 295.  
 Wood's, John, Account of the Edin-  
 burgh Sessional School, 305.  
 Worcester's Dictionary, recommended  
 64; Grant of, to the Schools, 182.  
 Compared with Webster's, 189; 215;  
 Words, Specimens of local, 286.

